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Graduate Course Number: 6262

Course Title: Designing/Redesigning an Orff Schulwerk Curriculum for 21st Century and Culturally Responsive Practice \_\_\_\_\_

Days/Times of Class Meetings: 8 a.m. - 5 p.m.

Number of Credits for the course: 3

Instructor with phone number, email address, and office hours: Manju Durairaj mdurairaj@vandercook.edu

“This Syllabus is a general outline of the course and is subject to change upon notification to the students during a regular class session.”

**Student Engagement Statement:** Students will attend class in person from 8 a.m. - 5 p.m., 25 July-29 July. Students will sing, say, move, play, create, explore, improvise, compose and work collaboratively to create a curricular outline and framework for their teaching practice. Students are expected to communicate in a collegial fashion with the instructor and classmates. They are expected to complete readings and assignments in a timely fashion. It is also expected that students will inform the instructor as soon as possible if facilitation or accommodations for learning or scheduling reasons are needed. This is a tightly scheduled week-long course.

**Course Description:** This course is designed for Orff Schulwerk teachers who are looking to design/redesign a curriculum that focuses on culturally responsive teaching with the Orff Schulwerk approach. Teachers will become familiar with culturally responsive pedagogy and explore ways to enrich their teaching practice. Teachers will identify musical concepts and skills for each grade level, and design a scope and sequence for their music program. Lessons, activities and assessments will be developed keeping in mind the alignment between cognitive taxonomies and Orff Schulwerk process which provides multiple access points for students to experience the concepts. Repertoire selection- songs, dances, chants, poems and pieces will be discussed. Exemplars for curriculum, lesson plans, activities, assessments, rubrics and feedback will be provided for assignments. Teachers will sing, move, chant, play, improvise and compose every day.

<b><u>Student Learning Outcomes</u></b>	<b><u>Outcomes Assessments</u></b>
<p>Teachers will become familiar with culturally responsive pedagogy and explore ways to enrich their teaching practice.</p> <p>Teachers will identify musical concepts and skills for each grade level, and design a scope and sequence for their music program.</p> <p>Teachers will develop lessons, activities and assessments keeping in mind the alignment between cognitive taxonomies and Orff Schulwerk process which provides multiple access points for students to experience the concepts.</p>	<p>Reading and Written Assignment. Teachers will become familiar with culturally responsive pedagogy and explore ways to enrich their teaching practice.</p> <p>Written Assignment: Teachers will identify musical concepts and skills for each grade level, and design a scope and sequence for their music program.</p> <p>Written Assignments and Peer Teaching: Teachers will develop lessons, activities and assessments keeping in mind the alignment between cognitive taxonomies and Orff Schulwerk process which provides multiple access points for students to experience the concepts.</p>

**Program-Level Outcomes Addressed:** Professionalism in Teaching - Candidates will participate in group and character-building activities by working alone and with others to explore personal strengths, weaknesses, opportunities, and threats to personal and professional growth. Students will demonstrate the ability to: Research best educational practices; Discern new uses for information from a variety of course work; Reflectively discuss their teaching and ways to enhance it, Excellence in Music- Candidates will explore more deeply the culturally and

historically important aspects of music, musicians, and composers throughout the world and across time. Students will demonstrate the ability to: Recognize style traits of various composers, genres, and periods; Identify major and transitional composers in a variety of styles, genres, and periods; Learn or review and apply new techniques to perform in a style appropriate to genre, style, period, and culture, Strength in Character- Candidates will develop new approaches to the praxis of teaching by learning about, experiencing, and using best practice techniques as borne out in proven traditional practices and those demonstrated as effective through current research. Students will demonstrate the ability to: Discuss a variety of educational approaches; Describe why particular educational approaches are chosen for use; Choose and apply new approaches to the teaching praxis.

Course Requirements and Assessment: Reading and Written Assignment. Teachers will become familiar with culturally responsive pedagogy and explore ways to enrich their teaching practice.

Written Assignment: Teachers will identify musical concepts and skills for each grade level, and design a scope and sequence for their music program.

Written Assignments and Peer Teaching: Teachers will develop lessons, activities and assessments keeping in mind the alignment between cognitive taxonomies and Orff Schulwerk process which provides multiple access points for students to experience the concepts.

Grading Breakdown: 95-100= A, 90-95 = A- 85-90 = B+, 80-85= B, 75- 80 = B-, 70-75= C+, 65-70= C, 60-65= C-

Instructional Materials: Texts Required

Culturally Responsive Teaching in Music Education: From Understanding to Application 1st Edition by Vicki Lind and Constanace McKoy ISBN-13 : 978-1138814721

Texts recommended:

Cribari, P., & Layton, R. (2019). The Elemental Style And Handbook For Composers And Arrangers Part 1. Sweet Pipes.

Fraze, J. & Kreuter, K. (1987). Discovering Orff. NY: Schott Music Corporation.

Keetman, G. Elementaria. Schott and Co.

Keetman, G. Rhythmische Übung. B. Schott's Söhne.

Murray, M. Music for Children: Volumes 1-V by Margaret Murray. Schott Musik Intl Mainz.

Steen, A. (1992). Exploring Orff. NY: Schott Music Corporation.

Warner, B. Orff-Schulwerk: applications for the classroom. Prentice Hall.

Course Bibliography: N/A

Course Calendar or Schedule: 8 a.m. -5 p.m 25 July-29 July

Attendance Policy: Mandatory attendance

Candidate Conduct

***"An important part of VanderCook's Conceptual Framework and Candidate Dispositions and Outcomes is the focus on professionalism and character. Specific descriptors include participation as well as attendance, flexibility in the face of changing circumstances and institutional needs, the commitment to continual personal development, self-reflection and growth, respect for the academic community and the individuals***

*and resources of that community, and behavior, speech and dress that is appropriate and respectful in the educational environment. Failure to observe standards of professional behavior may result in referral to the Standards Committee and/or the appropriate dean. Consistent concerns in this area will have an impact on successful completion of the program.”*

- Cell Phone/Computer Policy: Devices are required for this class.

### Health and Safety

VanderCook College of Music is committed to providing a safe and healthy environment for study and work. Basic information regarding the maintenance of health and safety within the contexts of practice, performance, teaching and listening is provided throughout the academic year. Health and safety information specific to this course will be addressed. It is the responsibility of each individual musician to take an active role in making informed decisions to help maintain their own health and safety.

### Academic Honesty

“Candidates are expected to maintain the highest standards of integrity in their academic work. Failure to do so will jeopardize a candidate’s success in the program. Examples of academic dishonesty include:

- Presenting another’s words, music, or concepts as your own by failing to acknowledge or properly cite the source.
- Communicating or receiving answers or information to/from another in a testing situation.
- Consulting notes or any other source of answers/information in a testing situation, unless the instructor authorizes such access.
- Making available or accessing tests or quizzes from current or previous classes unless explicitly authorized by the instructor.
- Bringing, by any means, answers or information into a testing situation except as explicitly authorized by the instructor.
- Collaborating or turning in jointly produced work on any test or assignment that is intended to reflect individual effort.”

### Plagiarism

“Plagiarism means taking someone else’s words, ideas, data or work and presenting them as your own. This could mean an exact duplication of someone else’s work without proper citation of the source, or it could mean you present it with only small changes and do not cite the source. Plagiarism can occur in art, music, literature, or technology – really in any area of intellectual work.

All work submitted should be properly credited to the original source of the information or idea whether the source is a book, Internet site, article, or any other medium. In written work, quotation marks or block indentations show direct quotations and the source must be cited. If information that is not common knowledge is paraphrased or summarized from a source, that source (including websites) must be cited. Failure to do so in academic assignments represents cheating and carries the appropriate penalties.

Copyright compliance is the goal of VanderCook College. Information to help with clarification of what constitutes fair use of copyrighted material, including photocopying, is on permanent reserve in the Ruppel Library.

No candidate should expect to receive a passing grade on any test or assignment that reflects dishonesty or academic irregularity. Cheating in any form may result in failure of the class and academic expulsion.”

**Disability Statement**

“If a student has a disability which might interfere with that student’s ability to function in this course it is the responsibility of that student to notify the instructor at the beginning of the course.”